

ANTHROPOLOGY 360: Archaeology

University of La Verne, Spring 2011

TTh 12:40 - 2:10 pm, Hoover Building 117

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This course will cover the broad sweep of human culture from its genesis three million or more years ago through the rise of the first civilizations to the cultures of the world on the eve of the colonial era. It will highlight the importance of choice and culture in the emergence of modern humans, and their varied ways of seeing and managing the world over long time periods set against a continuously fluid background of plant, animal, and climate change. The history, principles, and methods of archaeology will also be covered.

Required Texts

Scarre, Chris, editor (2009) *The Human Past: World Prehistory and the Development of Human Societies*. Thames and Hudson, London.

Annual Editions in Archaeology (2009; ninth edition). McGraw-Hill, Dubuque, Iowa.

Praetzellis, Adrian (2011) *Death by Theory*. Altamira Press, Lanham, Maryland.

Web Resources. A copy of this syllabus appears on the website www.exhumanitas.com where you will also find information on special features, links to information and reference sources, book recommendations, and special posts. Also see <http://www.thamesandhudsonusa.com/web/humanpast/> for additional resources related to our textbook.

Course Structure and Evaluations

There will be two lectures per week, and it is in your best interest to attend them. You will be given a series of readings and assignments that include chapter summaries, abstracts, news articles, and short papers. There is also a final exam. Your grade in this class will be based on your performance on each assignment, the final exam, and your participation in class.



Notice, there is a significant amount of writing and critical thinking required. So, give your brain a break; don't fall behind in either your readings or assignments. I expect all assignments to be completed and delivered on the due date. Late assignments will be accepted, but they will not receive full credit.

Chapter Summaries. Provide a summary of the main points covered in each chapter of our principle textbook, *The Human Past*. You are limited to no more than 1 page, typed, double-spaced for each summary. Within your summary, include a brief statement about what you found most interesting or most troubling in the chapter (and why).

News Articles. Each week locate one news or scientific article about some aspect of Archaeology in relevant academic journals or science news sources. The articles can be dated within the last six months. Write a short summary of the article, and include the article with the summary.

A minimum of 12 news articles is required, due on Tuesdays. I will randomly call on several students each Tuesday to present their selected article to the rest of the class.

Abstracts. Each abstract summarizes an article of your choosing in the Annual Editions book. Abstracts are due on Thursdays. They are to be typed and double-spaced, and should be 200±10 words (no more, no less). Note that the word limitation is part of the exercise! Please put the word count at the end of your summary (otherwise, I have to count the old-fashioned way, which takes time, tends to be annoying and could result in the wrong word count).

The purpose of an abstract is to convey the essence of what is being said in the article. In the abstract, you must describe the most salient facts or goal(s) of the article, i.e., the main point(s) the author is making. You should not put down everything the author says, but you do need to understand and digest the contents of the article and then write your summary. The abstract should be written in your own words. If you want to use a statement from the article to emphasize a point you are making, be sure to put the statement in quotes to identify it as coming from the author (and not you).

A total of ten (10) abstracts will be completed over the course of the term. You must read at least one article in each of the units within the Annual Editions reader; the selection of articles will be left to you. Please be sure to list the article title and number in the heading information for your abstract.

Theory Paper. Upon reading *Death by Theory*, select one of the theories discussed and critically examine it. In other words, describe the fundamental assumptions or presuppositions that form the conceptual component of that particular theoretical orientation. Then, present an argument as to why your selected theory should be adopted above all others by the field of archaeology. Consider this your opportunity to present a thoughtful, concise, and well-prepared position paper.

The paper should be no more (and no less) than 2 pages, typed and double-spaced.

Reaction Papers. There are four (4) reaction papers required for this course. Each paper should be 500±50 words in length, no more and no less (typed, double-spaced). Please do not exceed the word limit (this is part of your assignment; use the Word Count facility in your computer). You must use from 8 to 10 references for each paper (not included in the word count) and follow each reference in your 'References Cited' section with a short one to two sentence annotation. Each reaction paper is either a response to some major issue or development within the evolution of human society (see list of topics below), so please keep your discussion within the boundaries of the chosen topic.

You will need to be creative in the development of your ideas, drawing upon comparative material and making inferences from that material. There are no right or wrong responses; however, discussions must be factually based and derived from a foundation of reliable knowledge. Feel free to use the full range of archaeological resources available to you!

Reaction Paper #1 (required), exempt from the word count: annotated bibliography. Select one topic, find 10 references (**they may not be websites!!**), cite using appropriate format for your field (ASA, AAA, APA, MLA), and annotate (one to two sentence summary of salient points).

Reaction Papers # 2-4: any topic of your choosing from Topics list, including the topic you chose for #1 (you can even use those same references, so your work will not be for naught).

**** Topics for the Reaction Papers:** the following are merely suggestions, you may choose your topics from any of the topics listed below.

1. Discuss an archaeological site complex or culture of the Pleistocene, such as:
 - Olduvai Gorge
 - Swartkrans and Sterkfontein
 - Hadar
 - Sangiran and Trinil

- Zhoukoudian
- The sea-faring culture of *Homo erectus*, settlement of island Southeast Asia,
- *Homo floresiensis*, and the controversy surrounding its archaeological discovery
- The Acheulian Industrial Tradition
- The Movius Line
- The Mousterian
- The Aurignacian
- Lascaux, Altamira, Chauvet, Tres Freres, and Le Tuc d'Audoubert caves
- Australia Dream Time and X-ray art
- The human settlement of Australia – sites and dates prior to 40,000 BP
- The human settlement of the New World – controversy over the early dates and sites (e.g., Monte Verde)
- Clovis and the Palaeoindian era of the Americas

2. Discuss a major archaeological site complex or culture within the period of agriculture, civilization, and global expansion, such as:

- The Natufians and incipient agriculture
- The Uruk Period in southern Mesopotamia, 4200 to 3000 BC
- Pyramids and State directed monumental architecture
- Mohenjo-Daro and Harappa
- The beginnings of rice farming in China
- Anyang and the Chinese Shang Dynasty
- The Tehuacan Valley sequence in Mexico to 1500 BC
- The Olmecs
- Teotihuacan and its sphere of influence
- Any important Maya polity with a recent excavation record (e.g. Copan, Palenque, Tikal)
- Sipan and the Moche of northern Peru
- Tenochtitlan and the Great Temple of Huitzilopochtli and Tlaloc
- Poverty Point and the mounded earthworks of the Ohio River Valley
- Kuk Swamp (New Guinea Highlands)
- Lapita and the Conquest of the Pacific

3. Discuss a major trend and development in human history, such as:

- Scavenging or hunting? How did our earliest Homo ancestors make a living?
- The care of the dead in the Palaeolithic. Can we differentiate Neanderthal burials from modern humans based on material culture and context?
- First colonizations and the current evidence for the first human arrivals, and their impacts on the environment, in places such as Australia or North America.
- The origin of the human races. Did we diverge from a common and recent African origin or was there continuity from the Middle Pleistocene?
- The emergence of sedentary life in Southwest Asia or Mesoamerica (settling down in one place, generally in villages). What was its probable significance, especially in the development toward agriculture?
- The rise of warfare. Compare its roles in the unification of Egypt or its role between the polities of the Classic Maya.
- The colonization of the Pacific islands beyond New Guinea. Discuss the significance of Lapita and how it relates to present populations in Melanesia and Polynesia.
- Can archaeology trace ethnic categories into prehistory? Compare the archaeological records of the Maya or any other cultural group of your choice in this regard.
- The demise of civilizations. Why do societies make disastrous decisions? And, where did they go? Discuss the archaeological record of the Maya, the Anasazi or another cultural group of your own choosing.

4. Other possible topics to develop, including:

- With the development of food production systems, did our lifestyles improve?
- What can the past tell us about who we are?

- What are the ethical responsibilities of the archaeologist?
- Can archaeology harm the dead?
- Define 'State.' Can you apply your specific definition to all the major geographic regions of the world?
- Who owns the past? Whose history is it anyway? How do we write history, and who benefits?
- Why do societies change or fail to change over time?
- What would you consider a controversial issue in archaeology? Explain your choice.
- A topic of your own choice

Grading. All grades for this course will be based on these assignments, a final exam and your participation:

Chapter summaries	10 %
News articles (12)	5 %
Abstracts (10)	10 %
Theory paper	20 %
Reaction papers (4)	40 %
Final Exam	15 %
Participation	variable factor

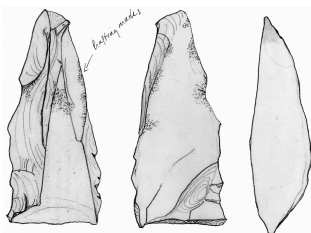
TENTATIVE SCHEDULE, SPRING 2011

WEEK	DATE	TOPIC	ASSIGNMENT	READING
1	Feb 1, 3	Introduction: what's so important about the past? Some basic concepts to get us started, including process, culture and context		
2	Feb 8, 10	Fundamentals of archaeology Sites: finding them, dating them, interpreting them (with a little theory thrown in) What did they look like before they were sites? What happened after they became sites?	<u>Tu: News</u> <u>Th: Abstract 1</u>	Ch 1
3	Feb 15, 17	Incorporating the intangible and explaining the past, ethics in archaeology	<u>Tu: News</u> <u>Th: Abstract 2</u>	
4	Feb 22, 24	Becoming human: meet the ancestors, 'the folks'; Paleolithic culture	<u>Tu: News</u> <u>Th: Abstract 3</u>	Ch 2
5	Mar 1, 3	Moving out of Africa to settle the world Getting from one place to the next, including the passage of ideas, migration, diffusion and independent invention	<u>Tu: News</u> <u>Th: Abstract 4</u>	Ch 3
6	Mar 8,10	Settling the Old World and New World	<u>Tu: News</u> <u>Th: Abstract 5</u> <u>Th: Theory paper</u>	Ch 4
7	Mar 15,17	SPRING BREAK		
8	Mar 22, 24	Food production systems—are they really a good idea? Food production in the Old World and the New World	<u>Tu: News</u> <u>Th: Abstract 6</u>	Ch 5,6,7,9

9	Mar 29, 31	Australia and the Pacific Why didn't Australia buy into the idea of food production? And, while we're at it, a look at post-colonization of the islands	<u>Tu: News</u> <u>Tu: Reaction 1</u> <u>Th: Abstract 7</u>	Ch 8
10	Apr 5, 7	The Holocene in Africa, Europe Increasing complexity: when does a Chiefdom become a State? Defining Civilization (State-level organization)—I know it when I see it Mesopotamia and Sumeria	<u>Tu: News</u> <u>Th: Abstract 8</u>	Ch 10,11, 12
11	Apr 12, 14	Old World civilizations: Egypt, Africa	<u>Tu: News</u> <u>Tu: Reaction 2</u> <u>Th: Abstract 9</u>	Ch 14
12	Apr 19, 21	Old World civilizations: China	<u>Tu: News</u> <u>Th: Abstract 10</u>	Ch 15
13	Apr 26, 28	Civilizations in Greece and Rome New technologies and compound materials	<u>Tu: News</u> <u>Tu: Reaction 3</u>	Ch 13
14	May 3, 5	Civilizations in the New World	<u>Tu: News</u>	Ch 16,17, 18
15	May 10, 12	Historical archaeology: dealing with the most recent past Aren't written records enough?	<u>Tu: News</u> <u>Tu: Reaction 4</u>	
16	May 17, 19	Controversial issues in archaeology: our responsibilities to the past; use and abuse of the past; nationalism, racism and who is doing the interpreting	<u>Tu: News</u>	Ch 19
FIN	May 24	Final Exam, 10 am to 1 pm		

**Modifications to this syllabus may be made at any time.

**Be SURE your CELLULAR PHONES are TURNED OFF.



***A Word about the Writing Assignments:** The aim of any writing assignment is for you to explore a particular question or problem, and develop an argument that encapsulates your solution to that question/problem. It is NOT intended that you 'write all you know' about the topic, or merely summarize the views of our textbook. Think about the topics offered and do some background reading to help you select the most appropriate one for your interests.

1. Think about the topics set. First, in terms of your selection of a topic: which ones interest you? challenge you? You may need to do some background reading to help make your choice. When you have made a choice, then think hard about that specific topic, what kinds of questions does it raise? Do some analytical thinking about this, and about ways of approaching the question in order to develop a reasoned response.
2. Start reading early, well before the assignment is due. Find relevant references by following up bibliographies in a textbook and using the references listed for each topic in the essay handout.
3. It is probable that you will start with secondary sources that summarize information previously published elsewhere. But, to be sure of the information (and the reliability of the secondary sources), it is frequently necessary to turn to primary sources. In a summary course like this, I understand that you cannot be expected to check out all primary references. But you *should* make sure that you are consulting up-to-date secondary

sources—archaeological information goes out-of-date remarkably quickly.

4. Always keep notes on the source of the material you are reading—author, title, journal title, year of publication and publisher, and page numbers. There is nothing more frustrating than not being able to track down where you found a useful quote.

*Get into the habit of putting your notes into your own words, as it is a good way of checking whether you are following a discussion. Always be particularly careful to include quotation marks around any phrases or sentences that you take directly from the readings. Otherwise you could easily slip into presenting an author's work as your own (this would be Plagiarism and as you know, that is an unethical practice. It also means you will receive a failing grade for the assignment and possibly the course).

5. To make an argument, you need to structure your writing. Work out an outline with the points you want to cover, the order in which they best support your argument, and suitable supporting evidence or specific archaeological examples that you want to use.

Start your paper with a brief, one paragraph introduction in which you state what you are going to cover, i.e.:
how you interpret the topic,
the idea or line which you will follow,
the order in which you will present the material.

You should use headings to introduce each new area of discussion. This helps you organize your thinking and makes it easier for the reader to follow. Otherwise indicate the shifts in your argument, or link sections by the way you open or close paragraphs.

6. It is important to use specific archaeological examples—sites, features, material culture, and analytical dates from sites—to illustrate and substantiate your points.

**Note about species names:* All species names must be either underlined or italicized with a capital letter to start only the first word of the name.

7. Wherever possible use diagrams, maps, and graphs to illustrate your argument. Such visual materials are an important part of archaeological communication.

8. Keep to the set word limit—it is part of the exercise. To be able to develop your ideas concisely is an important skill, and working to a word limit gives you valuable practice. Note that all words in the body of your essay (including quotations) “count”. However the footnotes, reference lists, or any appendices do not come into the word count (I will be checking their length). It is important to be highly selective in what you include. Remember that you can summarize and condense material and reference the sources, you do not have to re-state it all in your paper.

9. Get someone else to read a draft of your paper. They don't have to know anything about archaeology—but they should still be able to follow your ideas. They will quickly tell you if the ideas and information are unclear, or poorly expressed; if the paper is too long and repetitive; or if you need to expand on some points. You can also try reading your paper aloud, as this is a good way to find out how it sounds. Try to prepare your draft a week or so before the essay is due to allow time for your own assessment and revision.

10. You should prepare an initial draft and then try to evaluate it, possibly several times, and where necessary change the structure or contents. Aim to polish the organization of your ideas and the clarity of your expression.

11. As a way of improving your expression, find an article that you have enjoyed reading and study how it is written—the structure and style the author has used.

12. Please keep a copy of your paper in case of problems.